

THE  
**American Freedman.**

[No. 30 Vesey Street.]

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**DISCONTINUANCE.**

The last number of this journal, published in April, contained the following announcement:

"The American Freedman's Union Commission will cease to exist on the 1st of July next; not because the work of aiding in the education of the freedmen will then be finished, but because the existence of a national organization for this purpose will have ceased to be either necessary or expedient. The work which will remain to be done will be carried on by the old branches without change of name, or by local committees, as long as the friends of the cause shall spontaneously furnish the needed means. But no further systematic appeals will be made to the public through agents for money. The churches will make the education of the freedmen part of their missionary work; but friends of the cause who prefer to operate outside of denominational lines will contribute to the associations, in Boston, New York, and Philadelphia, either directly or through auxiliary associations which shall continue their existence. The work will go on until it is finished. He that put it into the hearts of the people to begin it, will not withhold his inspiration or support till it be completely accomplished."

The above announcement was based upon the following resolution, unanimously adopted at a duly called meeting of the Executive Committee, held on the 29th of March ult.:

"That the operations of this Commission be brought to a close at the end of this school year (July 1); that the books of the organization be retained in the hands of the corresponding secretary; that the accounts of the treasurer and corresponding secretary, when completed, be handed over to Mr. H. C. Dyke for audit; and that whatever funds may be left after the payment of all debts of the Commission be given to the continuing association of this city to aid in the prosecution of the freedmen's work next year."

It is our business now to state that the American Freedman's Union Commission expired, as per limitation, on the 1st inst.; that its accounts are in process of settlement according to direction; that all its debts have been paid with the exception of a few, as yet, unascertained balances due to teachers; that \$530 have been handed over to the New York Branch for the prosecution of the work next year; and that if subscriptions due be fully

paid up, this sum will be considerably increased.

This will be the last number of this journal. The local associations continuing the work will find other mediums through which to communicate with the public.

We occupy this number with documents well adapted to give the reader a fair idea of the present condition and future prospects of the Freedmen. These documents are: An Abstract of the Seventh Semi-annual Report of the Rev. J. W. Alvord, Bureau Superintendent of Education; Report of Wm. Forster Mitchell, Agent of the Committee of the A. F. U. C. for the administration of the English Normal School Fund, with a letter from Wm. Lloyd Garrison commenting on the same; Report of the New York Branch Freedman's Union Commission; Report of the President of the Philadelphia Association; and general newspaper report—that is to say, an editorial article from the *New York Times*, which may be regarded as embodying the average opinion of the press as to the condition of things at the South.

The letters from teachers which accompany the principal of these reports will be found to be full of interest and very illustrative.

Mr. Mitchell's statement cannot fail to inspire the reader with the liveliest hope in regard to the freedmen and the most pleasing anticipations in regard to the future of the South.

The Normal School Fund, provided by English liberality, has been a benefit to this country calling for the most grateful acknowledgment. The debt we were owing to British philanthropists for kind aid and sympathy was previously large, but this has greatly augmented it. Mr. Garrison, in giving utterance to his own feelings on this subject, as he has done in his letter, fully expresses those of the Commission, and his letter in this respect may be accepted as official.

### LATEST BUREAU REPORT.

THE Rev. J. W. Alvord, General Superintendent of Schools for the Freedmen's Bureau, has made his seventh semi-annual report, of which the following is a brief summary:

This report brings the history of the work to the time—January 1, 1869—when by act of Congress the Bureau ceases to exist except for educational purposes, and for the collection of moneys due to soldiers, etc.

These schools must therefore go on unaided by the department, unless there shall be another appropriation by Congress.

A review of the work from the beginning bears evidence of remarkable zeal, providential favor, and rapid attainment.

The schools during the three summer months of the past year had the usual vacation, but a larger number were continued during the warm season than ever before. In Louisiana 178 schools, with 6,026 pupils, continued through July, 24 of them being new schools. The superintendent in Mississippi made an effort to go through the warm weather with all the schools, and succeeded in keeping up 62 day-schools and 9 night-schools, with an enrolled attendance of 3,130 pupils. In Kentucky 30 schools were continued through August, with 1,521 pupils.

The desire to learn and the willingness to teach, especially on the part of those who have their homes in the South, have made it easy to go on whenever funds were sufficient. It is found better to keep this class of children constantly under the influence of their teachers. Long vacations, with the debasing outdoor and home influence to which they are liable, go far to counteract the good done in term time.

The whole number in all the States in attendance during vacation last year was: Day and night schools, 802; teachers, 905; pupils, 35,905; Sunday-schools, 521; teachers, 2,241; scholars, 34,082.

This voluntary application to study during holiday season has perhaps no parallel in educational record.

Some new Freedmen's societies entered the field during the past six months with the vigor of freshness, and old ones exceeded expectation by their continued activity.

In several localities bitter opposition and frequent violence were manifested—making the continuance of the schools of doubtful possibility; but after the Presidential election, bitterness and asperity subsided, open violence mainly ceased, and now, organized opposition no longer exists. Old prejudices, however, are

still strong, and opposition to the education of the freedmen is yet a widespread sentiment.

State aid in this work is chiefly confined to constitutional provisions and legislative enactments. Owing to prejudice, and old habit, and poverty, the education of the blacks is a work still largely dependent upon foreign aid. If this be withdrawn, the work so auspiciously begun must of necessity go backward. The blacks and the friends of the blacks at the South look with hope to the Government and to Northern societies.

Especial acknowledgment is due to the friends of the cause in England. Their liberality calls for the profoundest gratitude. Their gifts since emancipation have exceeded a half a million of dollars. Their contributions last year—amounting to \$40,000—have been, at their well-advised request, devoted to the preparation of teachers in Normal Schools and the support of Normal classes.

In this early part of the current year (January 1) the number in attendance is not so large as it will be later in the season; but a comparison with the same date last year shows an encouraging increase:

Total regularly reported schools Jan. 1, 1868...	2,358
Total regularly reported teachers Jan. 1, 1868...	3,849
Total regularly reported pupils Jan. 1, 1868...	139,055
Total regularly reported schools Jan. 1, 1869...	2,588
Total regularly reported teachers Jan. 1, 1869...	6,283
Total regularly reported pupils Jan. 1, 1869...	143,470
Increase during 1868—schools.....	330
Increase during 1868—teachers.....	2,434
Increase during 1868—pupils.....	3,415

The number of day and night schools reported to the Bureau for the six months ending January 1, 1869, was 1,600; teachers, 1,871; pupils, 80,686.

The freedmen sustained, wholly or in part, 1,356 of these schools, and owned 546 of the school buildings. The Bureau furnished 649 buildings for school purposes, and transportation from their home, at an average cost of \$20 each, for 1,000 of the teachers.

Number of Sunday-schools reported, 988; teachers, 4,412; pupils, 61,785; industrial schools, 18, with 645 pupils. These schools are regularly reported to the Superintendent. Add the day, and night, and Sunday-schools, "within the knowledge of the Superintendent, not regularly reported," viz., 679 schools, 1,557 teachers, and 38,826 pupils, and we have an aggregate of:

Schools of all kinds.....	3,285
Teachers.....	7,840
Pupils.....	181,342

This shows an increase of schools and teachers over the number reported last year, with a slight diminution in the number of pupils. The latter, however, still outnumber the right

proportion of teachers, there being over 50 pupils to each.

The advancement of pupils as compared with the corresponding six months of 1867 is as follows:

JANUARY 1, 1868.	
Advanced readers.....	27,960
Geography.....	21,032
Arithmetic.....	31,539
Writing.....	30,547
Higher branches.....	4,675

JANUARY 1, 1869.	
Advanced readers.....	29,488
Geography.....	24,693
Arithmetic.....	35,274
Writing.....	34,199
Higher branches.....	4,819

Showing an increase of 1,508 advanced readers; 3,661 in geography; 4,735 in arithmetic; 3,652 in writing; and 144 in higher branches.

The total amount of expenditures under superintendence of this Bureau for the support of schools from July 1, 1868, to December 31, 1868, is as follows:

From school fund.....	\$4,264 19
From refugees and freedmen's fund.....	8,679 89
From appropriation fund.....	372,791 81

For transportation of teachers and school-books (estimated) charged to "transportation account" on books of disbursing officer.....	\$385,735 89
	\$21,000 00

Total by Bureau.....	\$406,735 89
By benevolent societies, churches, individuals, and from other countries (estimated).....	\$350,000 00
By freedmen (estimated).....	180,000 00
	530,000 00

Grand total for educational purposes paid by all parties during the six months.....	\$936,735 89
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The above sum includes the "amount of expense by the Bureau for six months," as reported by superintendents in the foregoing table. They are not able to report except in part. The disbursing officers in the field make full returns only to their chief at these headquarters.

Attention may be called to several other interesting facts in the above table.

The average attendance of pupils enrolled in the schools regularly reported has been 61,370, being quite equal to that of white schools throughout the Northern States; over 56 per cent. have been always present, and 53 per cent. always punctual. Three hundred and seventeen of the schools are graded in accordance with the best modern system. There is also thorough classification in each school, bringing pupils of similar attainments under the same instruction.

Twenty-six thousand two hundred and ninety-three pupils (or their parents) have paid tuition. This has often been done out of extreme poverty. The whole amount thus paid has been \$57,741 98. Twelve thousand one hundred and seventy-five are adults, indicating that the desire to learn is not confined to children.

It appears that of the 80,686 pupils in the day and night schools regularly reported, 75,862 had been slaves before the late war.

There are 27 normal schools with 1,790 pupils—most of whom are preparing themselves for teachers. Of the teachers now employed in day and night schools of all kinds, 914 are colored.

The industrial schools are not so generally in operation during the first six months of the year; but it appears that 18 of these, with 645 pupils, had commenced before the 1st of January.

The material progress of the blacks is in some degree indicated by the fact that the Freedmen's Savings-Bank is still pursuing its work successfully, having now been in operation nearly four years. It has 24 branches, viz., at

Augusta, Ga.,	New Berne, N. C.,
Baltimore, Md.,	New Orleans, La.,
Beaufort, S. C.,	New York City, N. Y.,
Charleston, S. C.,	Norfolk, Va.,
Huntsville, Ala.,	Raleigh, N. C.,
Jacksonville, Fla.,	Richmond, Va.,
Louisville, Ky.,	Savannah, Ga.,
Macon, Ga.,	St. Louis, Mo.,
Martinsburg, Va.,	Tallahassee, Fla.,
Memphis, Tenn.,	Vicksburg, Miss.,
Mobile, Ala.,	Washington, D. C.,
Nashville, Tenn.,	Wilmington, N. C.,

with their deposits invested by the principal office at Washington in United States securities.

This institution now pays interest on deposits every four months, at the rate of five per cent. per annum, besides its current expenses; and it has no debt.

Investments are all made by the finance committee, of which Henry D. Cooke (of Jay Cooke & Co) is chairman, and the agency and other committees are acting with efficiency in the best interest of the freedmen.

Total amount of deposits January 1, \$956,003 16. As our report goes to press, this amount has increased to over \$1,000,000.

Interest paid to depositors during the year, \$34,397 39, viz., at

Augusta, Ga.,	\$584 21
Baltimore, Md.,	1,900 00
Beaufort, S. C.,	1,837 68
Charleston, S. C.,	2,304 89
Jacksonville, Fla.,	327 75
Louisville, Ky.,	2,514 91
Memphis, Tenn.,	799 07
Mobile, Ala.,	1,349 40
Nashville, Tenn.,	1,567 30
New Berne, N. C.,	406 15
New Orleans, La.,	1,378 63
New York, N. Y.,	1,103 09
Richmond, Va.,	610 83
Savannah, Ga.,	1,578 53
Tallahassee, Fla.,	411 91
Vicksburg, Miss.,	608 49
Raleigh, N. C.,	
Washington, D. C.,	3,251 70
Wilmington, N. C.,	155 72
Huntsville, Ala.,	138 62
Norfolk, Va.,	1,685 14

## NORMAL SCHOOLS.

### ENGLISH LIBERALITY—INTERNATIONAL PEACE.

THE document to which the following letter refers will be found in another part of the paper:

Boston, June 30, 1869.

DEAR MR. McKim: I thank you for sending me, in advance of publication, the printed slips containing the report of William F. Mitchell, which gives a succinct account of the Normal Schools for the education of the Southern freedmen, established by the funds so generously contributed for that purpose by the good people of England; together with sundry letters from teachers, illustrating the operation and results of these schools. It shows a very judicious and most faithful expenditure of those funds, which must be highly gratifying

to the contributors who gave so confidently, and who have been instrumental in inaugurating an educational system where most needed, the fruits of which must expand and grow to the latest generation. Who shall be able to compute the value of such a harvest in a land where all has been hitherto barrenness, trouble, and distress, wasteness and desolation, for the dreadful oppression that reigned therein? For every Normal School is *multum in parvo*, many schools in one, by preparing teachers to go forth in the spirit of consecration to a high calling, and to create as well as to improve opportunities to disseminate light and knowledge among the vast multitude who are yet groping in mental and moral darkness. My heart beats joyously as I read over the extended list of these schools as given by Mr. Mitchell. They are to be found in Florida, in Mississippi, in Tennessee, in North Carolina, in South Carolina, in Virginia, in Delaware, in Maryland, in Georgia, in Alabama, in Kentucky, in Arkansas! What a breadth of territory, and in what a hitherto sealed up section of our country! What a marvellous historical event!—for who, in the days of slavery, could safely venture to teach the simple rudiments of instruction to any of its multitudinous victims? "For the Lord hath redeemed Jacob, and ransomed him from the hand of him that was stronger than he; therefore they shall come and sing in the height of Zion, and shall flow together to the goodness of the Lord." How steadily and surely the blessed work is going on! Thousands of schools of all kinds in successful operation, and hundreds of thousands of pupils more or less instructed in the various branches of knowledge! And how largely is all this due to the warm sympathy and liberal aid extended by our English brethren! We will never forget their kindness; it shall serve greatly to strengthen the bonds of international peace. Let them rejoice in the assurance that, by aiding us in the manner already described, and at a period of such sore distress and pressing necessity, they have done a mighty work, upon which the blessing of those who were ready to perish will surely rest, and for which the dear Father of us all will see that they are richly rewarded.

Rejoicingly yours,

WM. LLOYD GARRISON.

THE corresponding secretary gratefully acknowledges the receipt of \$300 from Mr. George Armour, of Chicago; of \$100 from

Col. R. B. Mason of the same place; and of \$300 from Col. J. D. Potts, of Philadelphia, for the use of the American Freedman's Union Commission.

### Will the Negro Work?—Co-operation at the South.

It is remarkable what important changes or even revolutions occur within a country while its inhabitants are hardly aware of them. In a large section of this country a profound economic revolution is passing, and one of the greatest of social problems is being settled, and yet the mass of our people scarcely know anything of it.

"Whether the negro will work," and what is to be the future condition of production in the South, ought to be the first of all questions to our business community, yet we venture to say that to neither can the most of our readers give any trustworthy answer.

Much of the information also which reaches here through social channels of the condition of the South is peculiarly unreliable. Travellers or Southerners visiting the North usually report the prejudices and disappointment of the upper classes at the great social revolution, and really know little of what the negro has accomplished. The most trustworthy informants are the business houses, who have no sympathy either for or against emancipation, and who are forced by business interests to obtain exact information on this important matter.

Accounts from the best of these sources show that the results of emancipation throughout the South have been, in an economic view, astonishingly and unexpectedly successful.

In the Jamaica emancipation, it will be remembered that the negroes were put at a great disadvantage by two events, one the gradual nature of emancipation, and the other the fall of sugar in the British markets, especially owing to a great reduction of the duties.

American emancipation has had the immense advantage of its being full and complete, and of a high price of the great Southern staple since the civil war. The consequences of the latter are, that both planter and negro have been paid handsomely, especially during the past year; and thus this peasantry, suddenly placed in new relations to the employing class, have found any arrangement they may have formed with it profitable and mutually satisfactory.

For some years now, the South has been cultivated under a system of co-operation. That is, the employer pays his laborers according to yield, giving them say one-fourth of the cotton crop in lieu of wages and food, or one-third if they support themselves. Had the price of the crop fallen badly, so that on some years both employers and employed had lost, the negroes would have become suspicious and discouraged, and would have attributed to the planters what was the fault of the market, and perhaps have abandoned cotton-growing, or have permanently separated themselves from the capital of the country.

They would have become poor also, and all the vices of poverty would have sprung up. We should have soon heard of a vast idle *proletaire* class in the South, and of the "curses of emancipation." But, providentially, from various causes, cotton has usually been high, or, if it has fallen, the loss has not come upon the South.

The results of co-operation have been the same in Southern agriculture that they have in some branches



of English manufacture. We hear of such instances as these:

One planter in Georgia has forty-five laborers, formerly slaves of his own. He will leave them for months at a time, and return to find everything going on even better than it used to under the lash of the overseer. There is no waste, no idleness, little carelessness, because each one knows that his own return will depend on the amount of the crop. Whereas formerly there used to be a vast deal of cotton lost by waste and carelessness, now there is nothing. When he is at home, "he never even is obliged to call his workmen in the morning," but finds his horse saddled and all the men off to field long before he is up. "His life is a different thing from what it ever was before; it is perfect comfort in comparison." Under this arrangement both master and men are growing rich. One hand alone has \$900 deposited with him, and will probably soon buy a farm of his own.

Such instances as this of Southern co-operation under free labor are reported everywhere, though the experiment seems to have been most successful in Georgia, which will produce this year probably more than it ever did under slavery.

The condition of the South may be judged of from the fact that though she only produced half the crop she used to before the war, she received for it last year \$250,000,000, or \$25,000,000 in gold more than she ever obtained for her largest crop under slavery. This immense sum also has come in cash, mainly into the pockets of the laboring class, for all classes were out of debt. Probably no laboring class in the world was better paid the past year. This vast payment of wages has made a singular change in the economic condition of the South. An extended retail trade has sprung up in its interior, and the retailers have somewhat taken the place of the old "factors;" that is, they sell their goods direct for cotton, paying even more than the market price, and making their profit from the high prices of their wares.

Under this barter the planter receives his payment at once, and the retailer either sells to agents of cotton-houses, or forwards himself to market. A continual trade is thus kept up, and many interior towns are growing to a high degree of prosperity. The negroes are no longer contented with the former poor articles which were furnished them, but demand what may be called "second-class goods" and many luxuries. Poor jewelry is in great request. Undoubtedly a great deal of money is hoarded by the negroes, with the idea of eventually purchasing land, which may account for the fact that so much money seems absorbed in the South and does not return here.

What effect the general purchase of freeholds by the laboring class of the Southern States would have on the production of the great staple is not yet clear. Its favorable moral and political effect could not be doubted by an American.

The industrial future of the former slave States looks increasingly promising, and the effect of their prosperity will reach every branch of business at the North.—*New York Times*, June 28.

#### MR. MITCHELL'S REPORT.

To J. M. McKIM, FRANCIS T. KING, and ELLIS YARNALL, who, with the undersigned, constitute a Committee of the American Freedman's Union Commission to have charge of,

and disburse, certain funds contributed in England for the organization and support of Training Schools, or Normal Classes, for Colored Teachers in our Southern States.

GENTLEMEN: In offering this our second, and it may be our final, report of the disposition of the fund entrusted to us by our English allies, I think it well to state, that the special direction given to the aid for the Freedmen received from Great Britain during the winter of 1867-8, has been in accordance with the well-known wishes of our friends in that country.

My own labors in England on behalf of the Freedmen were undertaken at the suggestion, and by express invitation, of the National Freedmen's Aid Union of Great Britain and Ireland.

Previous to leaving this country, I dissolved my connection with the Pennsylvania Branch of our Commission, that I might be untrammelled; but I would frankly state that I have ever considered the American Freedmen's Union Commission the proper representative of our great national movement for the education and elevation of the colored people.

It was not my purpose to plead with our friends on the other side of the ocean for any particular organization in this country, neither had I any settled plan for the presentation of our cause to them.

The special direction given to the large sum contributed as the result of the labors of Arthur Albright and myself, during the season alluded to, grew out of the frequent allusions which I made in public narrations of personal experience in the South to certain classes, organized under my direction, for the training of colored teachers.

This phase of our work took hold on the English mind; and finding this to be the case, it was judged best to direct what it was then thought would be the final contribution of our transatlantic friends to the organization and support of Normal Classes.

Since 1862, the aid for the freedmen received from England has been upwards of half a million of dollars, counting both material and money.

The final contribution, a large portion of which is now under consideration, was upwards of forty-five thousand dollars.

When the time came for appropriating the first instalment of this sum transmitted to America, although invited to sit with the committee in London, I declined, contenting myself then, as afterwards, with the expression of an opinion, "that if the money were placed

in the hands of the national organization it would be wisely and fairly apportioned."

There were, however, members of the Executive Committee of the British Association who preferred that the American Commission appoint a committee to take special charge of their aid, holding and disbursing it under the direction of the Commission itself. Without an exception, the members of this committee were named in England, and consisted of those to whom this report is addressed.

The American Freedman's Union Commission has, ever since its organization, been the medium through which all large sums from abroad, for the benefit of the freedmen, have been transmitted. Any desire expressed by the donors as to the special direction their aid should take, has ever been complied with; and now that this central organization is about to be relinquished, as no longer necessary, it will be doing it no more than justice to remark that it has been faithful to its trust.

Acting as agent for our Committee from Fifth Month, 1st, 1868, I first ascertained, by correspondence, the Normal Class work of the several associations to which appropriations had been made.

As it was late in the school year, it was decided to await a report of the reorganization of the old, or the organization of new classes, before requesting our treasurer to pay over to the several secretaries the amounts appropriated to their respective organizations.

The first correspondence revealed the existence of thirty-eight Training Classes, or Normal Schools, within the range of our appropriations, and the proposed organization of eleven additional during the coming school year.

Some of these classes were very small and of very low grade; but with the desire to distribute the fund over as large an extent of country as possible, it was judged best to give a liberal definition to the term "Normal School." The following list shows the location of these schools, and the organizations directing them. It is proper to remark that many of them had been organized with the anticipation of aid from the "English Fund."

Vicksburg, Miss.,	N. W. Branch, Am. F. U. Commiss.
Rodney, "	" "
Port Gibson, "	" "
Clarksville, Tenn.,	" "
Baltimore, Md.,	Maryland
Raleigh, N. C.,	New York
Alexandria, Va.,	" "
Greenville, S. C.,	" "
Lyonsburg, Va.,	Pa.

Farmville, Va.,	Pa. Branch, Am. F. U. Commiss.
Murfreesboro, Tenn.,	" "
St. Helena Isl., S. C.,	" "
Wilmington, Del.,	Delaware
Richmond, Va.,	N. Eng.
Charlottesville, Va.,	" "
Columbus, Ga.,	" "
Nashville, Tenn.,	West. F. Aid aux. to Am. Miss. Asso.
Louisville, Ky.,	" "
Danville, Va.,	Philadelphia Friends' Association.
Greensboro, N. C.,	" "
Charlotte, "	" "
Mechanicsville, "	" "
Goldsboro, "	" "
Hillsboro, "	" "
Thyatira, "	" "
Mt. Vernon, "	" "
Cameron, "	" "
Miranda, "	" "
Liberty Hill, "	" "
Zion, "	" "
Salisbury, "	" "
Chapel Hill, "	" "
Lincolnton, "	" "
Hopewell, "	" "
Helena, Ark.,	Indiana Friends' Association.
Little Rock, "	" "
Jacksonville, Fla.,	Am. F. U. Com. (Central Organiza.)
Stevenson, Ala.,	Pittsburg F. A. Commission.

The number of pupils in these schools was not in all cases reported, and, in a few instances, was reported with too much latitude.

After making all due allowance, this first correspondence led to the expectation that the year 1869 would find one thousand young persons of color under training for the profession of teaching, in schools mainly supported by the "English Fund."

The condition of the country last fall, in connection with some changes in the associations, delayed the opening of a number of the schools, and in one or two instances officers of associations failed to report the organization of new Normal Classes, which gave rise in England to the absurd report that "the committee were withholding, without cause, appropriations" which they themselves had made. It is needless to add that the matter was easily explained. No one in this country seemed desirous of fathering a charge so groundless.

The report of our first Treasurer, George Cabot Ward, shows that the entire amount entrusted to the Commission for Normal School purposes was £5,050, or \$37,288 24 in our currency. On this sum interest has accrued to the amount of \$685 74, making a total of \$37,973 98.

The distribution of this sum to associations has been as follows:

Maryland Branch Am. F. U. Commis.,	2800	\$5,653 27
Western F. Aid, auxil. to Am. Miss. As.,	500	3,295 60
North-Western Branch, Am. F. U. Com.,	500	3,366 67
New York " " " "	500	3,366 67
Pennsylvania " " " "	500	3,366 67
Delaware " " " "	250	1,693 33
New England " " " "	300	2,020 00
North-Western Branch, add. appro.,		387 03
Philadelphia Friends' Association,	500	3,295 60
Indiana " " " "	275	1,851 67
Pittsburg F. Aid Comm.,	150	1,010 00
New York Friends' Association,	100	673 33
N. England " " " "	100	673 34
Ohio " " " "	75	505 00
Am. F. U. Comm. (Central),	500	3,366 67
Salary of Agent and Supt. N. Schools,		
Postage, and all other Expenses,		564 67
Total,		\$35,088 52

Leaving a balance on hand, Sixth Mo., 1, 1869, of \$2,885 46.

## REMARKS.

The large appropriation to the Maryland Branch was by permission of our English friends, and probably resulted in saving to the colored people all the schools for them in that State.

Nearly in the centre of the City of Baltimore stands a neat three-storied brick school-house, surrounded with shade-trees. The building is plain, yet ornamental. It is occupied by the Baltimore Colored Normal School, and is secured to the colored people for educational purposes for all time to come. The teachers of this school are unexceptionable, and the pupils a superior class. This institution owes its existence to the "English Normal Class Fund."

Permission was also given to expend a portion of the appropriation to the North-Western Branch in keeping all the schools of that organization open until the close of the year.

The schools of New York and New England Friends were not strictly Normal, but the former association has, since our appropriation, organized a Normal Class at Richmond, Va. The amount appropriated to New England Friends has not yet been expended. Believing that we should best meet the wishes of English Friends, who were the principal contributors to this fund, by extending aid to the freedmen through the same "household of faith," an appropriation of £100 was made to each of these bodies.

The amount appropriated to the American Freedmen's Union Commission (the central organization) was designed for the Normal School at Jacksonville, Fla., and to assist the Normal Classes of the North-Western Branch, for the support of which not enough re-

mained to keep them open through this school year.

Accompanying this are copies of the accounts of our two treasurers, Geo. Cabot Ward and Ellis Yarnall, the latter bringing the interest on the fund up to April 1, all included in the balance—\$2,885 46.

The following list presents the final reports of the several associations in simple form, being made up from letters and reports of superintendents and teachers. Most, if not all, the schools enumerated have been entirely supported during the past year, and several for a year and a half, by our "English Fund."

Association.	Location of N. Sch.	Pupils.
Am. F. U. C. (Cent. Org.)	Jacksonville, Fla.,	38
N.W. Br. Am. F. U. Com.	Vicksburg, Miss.,	22
" " " "	Port Gibson, Miss.,	20
" " " "	Rodney, Miss.,	22
" " " "	Clarksburg, Tenn.,	25
N. Y. Br. " " " "	Raleigh, N. C.,	24
" " " "	Alexandria, Va.,	10
" " " "	Greenville, S. C.,	27
Penna. Br. " " " "	Murfreesboro', Tenn.,	17
" " " "	Lynchburg, Va.,	25
" " " "	Farmville, Va.,	25
" " " "	St. Helena Island, S. C.,	18
Md. Br. " " " "	Baltimore,	60
Del. Br. " " " "	Wilmington,	81
" " " "	Milford,	13
" " " "	Dover,	6
N. E. Br. " " " "	Richmond, Va.,	73
" " " "	Columbus, Ga.,	28
" " " "	Charlottesville, Va.,	29
Pittsburg F. Aid Com.	Stevenson, Ala.,	14
" " " "	Winchester, Va.,	60
Western F. Aid C. (auxiliary to A. M. Assoc.)	Louisville, Ky.,	15
" " " "	Nashville, Tenn.,	50
" " " "	Chattanooga, Tenn.,	30
" " " "	Athens, Ala.,	40
Phila. Friends' Fr. Assoc.	Goldsboro', N. C.,	34
" " " "	Mebanesville,	16
" " " "	New Berne, Va.,	10
" " " "	Salisbury,	25
" " " "	Hillsboro',	30
" " " "	Greensboro',	25
" " " "	Charlotte,	20
" " " "	Chapel Hill,	7
" " " "	Hopewell,	4
" " " "	Danville, Va.,	20
Indiana Friends' Assoc.	Helena, Ark.,	30
" " " "	Little Rock,	47
Ohio Friends' Assoc.	Jackson, Miss.,	20
New York Friends' Ass.	Richmond, Va.,	25

Total Normal Schools, 39; Pupils, 1,084

It will be seen that in the number of Normal Schools there is apparently an increase of but one, but only *apparently*, as the Philadelphia Friends concentrated their Normal pupils soon after making their first report, reducing their classes from sixteen to ten.

Since the above were reported new Normal

Schools have been organized at Portsmouth, Va., by the Pa. Branch, and at Fredericksburg, in the same State, by Oscar M. Waring, Superintendent Schools for the Shenandoah Valley.

It will be seen by the report, that our expectation, that one thousand young persons of color would have a year's training for the occupation of teaching through the benevolence of our English co-workers has been more than realized.

Of the class thus benefited, more than one-fifth, it is estimated, will teach during the coming season. Of course this proportion will steadily increase.

It is believed that nearly all these classes will be continued at least another year, and that the preparation of colored teachers for colored schools is now the fixed policy of the friends of the colored race in this country.

Incidentally, there is no question but that this liberal contribution from our friends on the other side of the Atlantic enabled several of the associations to "tide over" a season of great discouragement and continue their efforts for the elevation of the negro with fresh courage. At present there is no prospect of any diminution of the work.

The Central Commission will be discontinued (and it is believed with a wise regard to the interests of the cause) at the expiration of the present school year, but all its Branches will, in effect, continue their operations.

The Pittsburg Freedman's Aid Commission has turned its work over to the Committee of Home Missions of the New School Presbyterian Church, who have lately taken up the education and evangelization of the Freedmen as a permanent denominational work. The energies of this liberal, progressive body of Christians could not be directed in a better channel.

The Educational Department of the Freedmen's Bureau still continues under the control and management of its faithful and distinguished chief, General O. O. Howard.

There are now several first-class institutions of learning for colored youth in this country; and with the opportunities afforded them for mental and moral culture, the progress of the race should be rapid and uniform.

Of colleges, we have Lincoln University, Oxford, Pa.; the Institute for Colored Youth, Philadelphia, Pa.; Wilberforce University, Xenia, Ohio; Fisk University, Nashville, Tenn.; Allegheny College, Allegheny City, Pa.; and Howard University, Washington, D.

C. The national institution is mentioned last, that a few words may be added respecting it.

The importance of a real university at the capital of the nation cannot be overlooked. The audience which the colored man will command at that point will be large and varied. At the annual commencements both friends and foes will observe his progress; and as these represent a constituency, they will convey to the people of the sections of country they inhabit such reports of his onward and upward career as will not only allay prejudice but provoke respect and admiration.

If sufficiently aided, there is no doubt that but a short time will elapse before Howard University will become the Harvard of American colleges for young men of color. As indicative of the spirit which animates the students at these places of learning, it may be mentioned that within a few weeks twenty-seven young men from Lincoln University have offered their services to the Presbyterian Committee of Home Missions, to teach at the South during the summer vacation.

To say that the friends of the Freedmen in this country are grateful for the timely aid thus extended by our foreign associates, would be but a feeble expression of the fact.

It was hoped and believed that this English contribution to our great national work would tend, not for itself, but for the spirit in which it was given, to strengthen the friendly relations of the two countries; and such is its present bearing. Among those who have been cognizant of the deep interest felt by a large class in Great Britain in the elevation of the colored race in this country, there is but one desire—that peace between the two nations shall be perpetual.

Appended are extracts from letters of Normal Class Teachers, received with their final reports. A selection of the most interesting of these letters will be forwarded, with the approval of the Committee, to Arthur Albright, of Birmingham, England, for the perusal of those to whom we are most indebted for the awakening in that country of an interest in the freed people.

Applications are herewith submitted for appropriations from the balance of our fund, from Robert R. Corson, Pennsylvania Branch, for Normal School at Portsmouth, Va.; O. M. Waring, Superintendent Schools Shenandoah Valley, Va., for Normal Class at Fredericksburg, Va.; Thomas Kimber, jr., President Delaware Association, for Wilmington Normal School; Mrs. J. S. Lowell, jr., of the New York Branch,



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for continuation of Normal Class at Alexandria, and the opening of one additional—point not determined.

I would recommend the following disposition of the remainder of the Normal School Fund:

Normal Class	Portsmouth, Va.,	\$600
" "	Fredericksburg, Va.,	500
" "	Wilmington, Del.,	500
" "	Alexandria, Va., and one additional,	750
" "	Hampton College, Va.,	200

I would also recommend that the remainder, after deducting the above sums, be appropriated to the purchase of school material—globes, maps, etc.—for the following Normal Classes, one in each State named, applications to be forwarded, with enumeration of articles most needed, to our Treasurer, Ellis Yarnall, of Philadelphia.

Fisk University,	Nashville, Tenn.
Normal School,	Winchester, Va.
" "	Wilmington, Del.
" "	St. Helena Island, S. C.
" "	Raleigh, N. C.
" "	Louisville, Ky.
" "	Athens, Ala.
" "	Port Gibson, Miss.
" "	Columbus, Ga.

In conclusion, I would call attention to the remarkable contrast which is just now exhibited between the freedman of prophecy and the freedman of realization.

He was to be "a vagrant," "a thief," "a pauper," "an incubus upon society." But prophecy of this sort is not always consistent with itself; for it was also asserted that he "would be a troublesome competitor with the white man in the labor market." What is his condition to-day? He is law-abiding, industrious, and generally honest. Far from competing with the white laborer, he competes with men of higher pretensions for post-offices and foreign missions.

WM. F. MITCHELL.

New York, Sixth Mo., 11, 1869.

The above report, submitted to us by our agent, Wm. F. Mitchell, is approved.

J. M. McKIM.

FRANCIS T. KING,

ELLIS YARNALL.

#### EXTRACTS FROM LETTERS OF NORMAL CLASS TEACHERS.

The great difficulty in securing the attendance of pupils for a sufficient length of time to fit them for teachers, or even to fit them to enter a Normal Class, lies principally, I think, in the idea so prevalent among the colored peo-

ple, that to be able to read and write, and to know a little of Geography and Arithmetic, is all that is necessary or even desirable; and when this point is reached, the pupil is usually taken from school. I trust this will not be the case with those under my care.

E. E. RICHMOND, Jacksonville, Fla.

The Commission have allowed me to pay eight of my class four dollars per month each for teaching in the lower grades of the school. Four teach one hour each day, while four teach in the night-school. This small amount is of great value to them, and enables them to continue in the school until the close of the term, which several of them could not do without help.

D. A. BELDEN, Greenville, S. C.

Most of my pupils commenced with the alphabet three years ago, and have been under my immediate instruction ever since. It has been my constant aim to discourage their efforts to pass rapidly from book to book, and to encourage thorough habits of study—to awaken a curiosity to find out truth. Without this, no advancement can be made.

C. A. DEAN, Farmville, Va.

Many manifest a carefulness and thoroughness in their studies that is very gratifying; and they engage in the work of teaching much better prepared for it than many who are now employed.

A. H. ROBBINS, Louisville, Ky.

The class, generally, are bright and intelligent; and with the stability and judgment of mature years, I see no reason why they may not be able to teach successfully.

C. SMITH, Milford, Del.

I regard the larger part of my pupils as very upright and trustworthy young men and women; and though but few are professedly pious, all seem susceptible to religious influences.

F. GRAVES, Raleigh, N. C.

The whole school, almost without exception, are good spellers, and some are excellent readers. The writing, in some cases, is very neatly and well done, and in others it is fair.

A. C. PECKHAM, Wilmington, Del.

In most of the school branches, especially reading and writing, most of them make remarkable progress.

E. WILLIAMS, Jackson, Miss.

You may say to our English friends that they, as a class, in both morals and temperance, compare favorably with any academic class of equal number and attainments.

H. R. STARKWEATHER, Stevenson, Ala.

Their thirst for knowledge is becoming greater every day as they advance in their studies. The parents are much pleased with the advancement of their children, and they often visit the school.

E. G. ANDERSON, Hillsboro, N. C.

I know not what may be the experience of other teachers, but I have found the most favorable influence attending the experiment. They all consider it a great honor to become a member of the Normal Class; hence it is an incentive to learn, and therefore an advantage to the pupils generally.

E. S. DAVIS, Salisbury, N. C.

It is the chief ambition of the class to fit and prepare themselves for future usefulness. They meet with many trials, for they are for the most part poor and destitute; therefore must needs labor very hard, and can devote but little time to their books; but for all this, the intense interest with which they grasp the opportunities afforded them, and the humble and heartfelt gratitude they feel towards their kind benefactors, would interest you could you but witness them.

B. V. HARRIS, Goldsboro, N. C.

The spirit and character they manifest encourage us to hope for a life of usefulness among their ignorant brethren, here and elsewhere.

A. H. ERWIN, Charlotte, N. C.

In the manners, morals, and general appearance of our school, there has been an improvement corresponding to the progress in books.

M. F. WELLS, Athens, Ala.

For the liberal aid of the English Normal School Fund please accept my most sincere thanks, as well as the thanks of the hundreds of colored youth in this section who are striving so hard for education and knowledge.

The training and sending out of one single teacher from our Normal School at Winchester will produce an entire revolution in the bosoms of the colored youth in this vicinity. It will readily be seen that what one has done, another may do. Nor does it necessarily follow that education and mental culture will beget dislike for manual labor. On the contrary, the strong muscles of the freedmen youth, guided by cultivated brains, will accomplish twice as much towards developing the resources of this country as when brute force alone was the agency employed.

O. M. WARING, Winchester, Va.

#### CULTURE.

Of one thing I would not forget to speak—the liberal donation from Mr. Edward Pease,

of England. Thanks to him for our share of the books. They form a nice little library—just what the pupils needed. The pleasure they derive from them is great, and the good, no doubt, incalculable.

F. A. COUCH, Murfreesboro, Tenn.

Arithmetic is rather difficult for some, and they have to study hard. Others find it easy, and all are progressing in it. It took them some time to learn to analyze well. Now they can give reasons for every step they take, in both mental and practical arithmetic.

Those who have aided, either by direct efforts or by their means, in carrying on the work of education among this unfortunate people, can never regret it, I am sure. I do not know that it is to be expected that all will appreciate what is being done for them, but there are some overflowing with gratitude.

The friends across the water are not soon to be forgotten. May a kind Father reward them very abundantly for their commendable efforts in behalf of the freed people! Could they visit some of these schools, they would not feel that their efforts had been in vain.

M. C. CLARK, Port Gibson, Miss.

Though their literary attainments are not great, their influence on the island is already powerful for good. It has been said that they have a different bearing, speech, and countenance from those less blessed by the benefit of schools.

I must add a word about the library sent by our English friend. The children have a keen appreciation of the beautiful, and their enjoyment of such books is much greater than would be supposed. The library will be a great blessing—widening, softening, and Christianizing the rising generation, in which lies all our hopes of elevating the people.

L. M. TOWNE, St. Helena Isl., S. C.

We have the nucleus of a library for the use of our school, which was kindly sent by the "John A. Andrew Society of Boston." We have Shakespeare, Milton, and some other volumes of standard poets, and Peter Parley's works. We wish to increase the number, and hope our good friends, who seem never to be weary in well-doing, will aid us in this matter.

A. GARDNER, Charlottesville, Va.

Allow me to report our Normal Class library. I called in all the books during the holidays—435 volumes—and all but five responded to my call. These I still hope to hear from. They have been in circulation since March, 1868. To the pupils of our school the issues have



been 1,086. The first class have had fifteen volumes weekly, and members of the Lincoln Lyceum, not belonging to any school, have had access to the books. Of the large number read and returned, not a volume is seriously injured. Here and there a finger-mark (never a pen or pencil-mark), and now and then a loosened leaf in some feebly-bound volume, and the list of disasters is complete.

B. L. KENNEDY, Richmond, Va.

There are some fine writers in this Normal Class. I require them to write me a letter on their slates or on paper every week, and I am quite astonished at the good composition and neat appearance of some of them.

S. O. SNELLING, Vicksburg, Miss.

In the manners, morals, and general appearance of our school there has been an improvement corresponding to the progress in books. Indeed, there is an air of refinement, a degree of intelligence and Christian culture, among the older members of the school that would seem incredible to one who had not witnessed their earnest and determined efforts to come up from the depths of degradation into the regions of truth, purity, and beauty.

M. F. WELLS, Athens, Ala.

#### TEACHING.

About one-half of the first class of practice have gone out to teach at salaries ranging from \$35 to \$45 per month, and other members of the class are teaching in their places in the model school.

So great has been the demand for these trained teachers that fifty or one hundred even could have been sent out if their qualifications would have permitted.

Prof. J. OGDEN,

Fisk University, Nashville, Tenn.

Numbers of those who have received instruction in these schools have already gone out into different parts of the country to teach, carrying with them the habits and instruction they have received here. They have been generally successful, giving good satisfaction to their employers.

Supt. A. JONES, N. Carolina.

There are in my class twenty-four pupils, who assist, under my supervision, not only in the primary, but in the two higher departments of our school, which is one of four grades, numbering nearly 300 pupils. Of these, eight will, I think, by the end of the year, be quite well qualified as teachers of the ordinary common-school branches. Some dis-

play, I think, remarkable aptitude for teaching. The classes, though taken from their own companions, seem satisfied with the instruction given, and have not been troublesome as regards discipline.

Each teacher retains his or her class a fortnight, devoting to it one hour each day; and some become so interested in the progress of their pupils that they ask leave to retain them beyond the allotted time. I have enclosed a few photographs, thinking you might like to send them to our English friends.

F. GRAVES, Raleigh, N. C.

This year we have over thirty who will be ready to do good service in the field where so recently their elder brothers have done valiant service for liberty.

These, however, go forth to a less noisy, but not less important, conflict—the conflict of light with darkness.

We all feel a deep interest in these first colored teachers. Judging by the past, we have none but the most cheerful hopes and bright expectations for them. Another year I propose that they speak for themselves. This Normal Class send their hearty thanks to all their stranger friends beyond the Atlantic.

E. O. TADE, Chattanooga, Tenn.

Two girls of my class will be prepared to teach at the end of this year, and in two years seven will be fitted. Several lack only age.

E. J. BICKFORD, Wilmington, Del.

Two of our Normal pupils have just commenced teaching school in other districts.

J. DICKINSON, St. Helena, Ark.

Eight of our Normal pupils are employed now in our own school.

D. A. BELDEN, Greenville, S. C.

Should this class continue for a year or two longer, I think they could rely upon their own resources for self-education, and be able to impart the rudiments of instruction to their race.

C. A. DEAN, Farmville, Va.

Of those who were pupils two years ago, four have entered a college for training Teachers and Preachers, and four others have gone to take charge of schools in the country.

A. ERWIN, Charlotte, N. C.

Several are planning to go out in a few months as Teachers.

B. V. HARRIS, Goldsboro, N. C.

The most active Christian I have seen in this place is now an inspected teacher in Madison Co., in this State. Some others of the Normal Class have been engaged in teaching.

H. R. STARKWEATHER, Stevenson, Ala.

Two of my pupils who have been engaged teaching in the country have returned home, and intend starting again to school this month, to continue through the term.

E. G. ANDERSON, Hillsboro, N. C.

Four of my Normal Class are now teaching.

S. HUNT, Danville, Va.

Seven have engaged in teaching.

F. A. GORHAM, Greensboro, N. C.

MEBANESVILLE, ALAMANEE CO., N. C.,

March 3, 1869.

Yours of the 1st inst. is received. At your and Mr. Mitchell's request, I give an account of our Normal Class. Its great success has convinced me of the utility of such classes. In this class sixteen young men and women have been trained for teaching. Five have already been engaged in teaching in this and adjoining counties, and have earned enough to keep them in the school another term. They give interesting accounts of their schools, and the people are continually urging me to return them. One has returned, and has forty pupils in his school. They invariably have First day schools and evening classes. They have taught more than 250 pupils during the past year. We have twelve at present in our Normal Class and two qualified to enter it. They understand Arithmetic, Geography, and Grammar well, and can read and compose letters well. They are often called away to do writing for people, both white and black.

Three board themselves in the school building, and they improve every moment of their time. If I owned some land, where they could labor a few hours in a day, there would be more self-boarders, and they would remain longer at school. It is a good plan to have Normal Classes, but it would be better to establish a Normal School at some central point, and collect the teachers there in a home school. There will soon be twenty here prepared to enter a Normal School. The establishment of a Normal Class has a good influence over the other pupils in the school. They aim to qualify themselves for it by close study and good conduct, discarding the use of tobacco and ardent spirits. Of course it will take ten or twenty years to see the good results of the seed sown in these Normal Classes; but we can see now that they are no failure. Our school begins to command the respect of the white people, and our colored

native teachers have never been opposed in the least, but in many cases assisted.

Truly yours,

ALONZO B. CORLISS,

Teacher of Normal Class at Mebanesville, N. C.

The following is a list of letters and papers transmitted to Arthur Albright, of Birmingham, England, with this report:

*Treasurers' Reports.*

George C. Ward,

Ellis Yarnall.

*Letters from*

L. C. Martin,  
D. A. Belden,  
M. E. Stratton,  
A. H. Jones,  
E. G. Anderson,  
M. J. Hall,  
A. C. Pockham,  
F. A. Gorham,  
L. Hunt,  
E. L. Davis,  
B. F. Harris,  
A. Gardner,  
H. R. Starkweather,  
A. Erwin,  
S. O. Snelling,  
M. F. Wells,

C. A. Dean,  
C. Alfred,  
J. Dickinson,  
O. M. Waring,  
A. H. Robbins,  
E. J. Bickford,  
Prof. J. Ogden,  
A. H. Whitaker,  
F. A. Couch,  
J. H. Rodgers,  
E. Williams,  
M. C. Clark,  
L. M. Towne,  
F. Graves,  
M. A. Sherron,  
J. H. Binford.

## New York Branch.

### REPORT FOR 1868-9.

IN saying farewell to our friends, and giving them an account of our stewardship during the past year, we offer to them our hearty thanks for the confidence they have all through placed in us, and at the same time assure them that we have performed our part to the best of our ability. We can confidently say that every dollar we have received has been conscientiously spent, and that the results of our work have been satisfactory. We have accomplished more, in proportion to our receipts of money, than any single previous year can show, and the work has, on the whole, been better in quality, owing to the experience as well as the devotion of our teachers, most of whom have been laboring at the South for at least two years, while some have taught three or four, and a few have faithfully toiled through all the years of our undertaking, and are still unwearied.

It is greatly to be desired that every one of these teachers be retained in the service. We earnestly hope that such as wish to return to their present schools will be permitted to do so under the auspices of the different societies that have sprung up to take this work out of our hands, and that our old friends and contributors who no longer help us will still continue to help on the good work through these new and powerful instrumentalities.

During the year we have commissioned sev-

enty-three teachers, about fifty of whom have taught through the term of nine months. Of the remainder, some commenced after the term began, being put into the field as our funds justified our employment of them, or as applications for them were made by different localities; and some, from various causes, withdrew before the year came to a close.

In Maryland, we have had this year but two schools, with an average attendance of 59 scholars; a third teacher was sent into the State, but remained less than one month. The people, both at Pomonkey and at Great Mills, deserve great credit for supplying their teachers with board, thus materially, and at sacrifice to themselves, aiding in the support of the schools.

In Virginia we have done more work than in any other State. There have been our two largest and perhaps most successful graded schools—one in Alexandria, and one in Richmond. In the latter city, the end that we have steadily kept in view from the first has been nearly attained; the city authorities have adopted the schools we have established, and, if the societies that have teachers there now will continue their support for one year more, will be able to maintain them. The teachers, in Richmond, in addition to the valuable experience of two years, have enjoyed the advantage of thorough training by Mr. Manly, to whose capacity and judgment the excellence of the Richmond schools is largely due. Alexandria is not yet ready to follow her sister's example, but perhaps next year she may be able to do so. The following speaks for itself:

ALEXANDRIA, June 30, 1869.

*Whereas*, we, the teachers and scholars of the M. E. Church Sabbath-school of Alexandria, Va., have learned with regret of the expected severance of the relation existing between us and the teachers of the Pitt-street school; and

*Whereas*, we have ever found in these ladies friends who formed a correct appreciation of our disadvantages, and lent a helping hand in every time of need when in their power, consoling the sick and aiding those who were unable to do for themselves; and

*Whereas*, we believe that we will sustain an irreparable loss by the discontinuance of this relation; therefore, we all do earnestly pray and sincerely hope that the N. Y. B. F. U. C. will consider well our lowly condition, and, as we are much profited by their counsel, will

favor us by having the above-mentioned ladies return. Very respectfully,

NATHANIEL JACKSON, Pastor.	} Com.
CHAS. A. WATSON, Sup't.	
MISS A. M. THOMPSON, Asst's.	
ADOLPHUS ADAMS, Sec'y.	

Besides these two schools, in which eighteen teachers have taught, we have partially supported twelve country schools, the teachers of which Mr. Manly describes as being "all good for their places." The people in several of these localities have paid the teacher's board, while in others they have contributed what they could. In Marion, where Miss Bacon has been teaching, we have had a most encouraging experience. She writes: "I feel as though I wanted to return to this school, and the people seem very anxious to have me do so. They will cheerfully do as much as they have this year—that is, pay my board. They are making every effort to erect a building for both church and school; they are now cutting wood to burn the brick, and if they succeed in making more than are needed, they will sell the surplus, thus raising money to buy other building materials. Taking into consideration that this year—the first in which they have had a school—they have boarded their teacher, paid for most of their books, and now are trying to build a house, is it not too much to ask them to do more? All of them are dependent on their earnings for support, and the common laborers get very low wages."

We have given commissions to two native Virginians—one, Mr. Lazenby, who has taught for us more than two years; the other, Mr. Murdock, who has been struggling for a year or more to keep up a school at his own expense, and whom we have helped according to ability. Speaking of his work, he says: "Circumstances demanded a school. I was teacher of a white school, and could spare some hours to educate the freed people. No one else would do it. I knew these people when they were slaves, had formed favorable opinions of them, and entertained kind feelings towards them. I have done the best I could; my wife helped me last year, now I employ her brother and make use of some students, to whom I taught the alphabet last year, as assistants. Your society has come to our relief, and I feel that I shall be able to keep the school going every month of this year, with occasionally a vacation of a week, or a part of a week. These students object to holidays and vacations, and very naturally, for vacation might come just when a large number had arranged their

fairs in such a way as to be able to spend a few days in school."

We have had in Virginia thirty-four teachers, with an average attendance of about thirteen hundred pupils.

In North Carolina, we have had several important and interesting schools. At Oxford, Elizabeth City, and Townesville, the people have contributed to the support of their teachers; but at Raleigh, New Berne, and James City (Trent Camp), our teachers have felt that it was enough to secure the payment of the necessary school expenses. In this they were perhaps right, although our purpose has always been to exact something more from the people, for the sake of their moral education. The principal at Raleigh gives an encouraging report of the school, as follows:

"Our school has varied in numbers the present year from two hundred and fifty to three hundred. Since January five teachers have been employed. We think that good progress has been made in all the departments. We have had in the Primary Department classes in the alphabet, primer, first and second readers; those in the readers also studying mental arithmetic, and learning to write on the slate. The most advanced class, numbering sixteen, is now ready for the third reader and the next higher department.

"In the First Intermediate Department there were at the commencement of the year classes in the second and third readers (National Series). There are now twenty-one reading in the fourth reader, and five have been transferred to a higher department. All in this room study arithmetic, and almost all geography. Copy-books are first used here, and a number write very well. The average age is twelve years, the youngest being seven or eight.

"In the Second Intermediate Department the pupils have taken the fourth reader this term. In this room are a number of adults, and a class of children from seven to ten, who are studying written arithmetic, and who are remarkably smart and intelligent.

"In the High School or Normal Department, all read in the fourth and fifth readers, and are studying written arithmetic and geography. The highest classes have also studied grammar and the history of the United States, and there is a class of four in Latin doing very well. While all have made good progress, there are two or three remarkable instances.

A young man about nineteen entered the Primary Department January, 1868. He is now

in the highest, and at the head of his class. He is not possessed of extraordinary ability, but does not waste a moment—not even taking the usual recesses—and is generally first in the school-room in the morning, and the last at night. Another boy of twelve possesses uncommon ability, and has gone from class to class, reading through the second, third, and fourth readers this term."

The Raleigh schools have been transferred to the Presbyterian Board, and the teachers will return next year if they wish to.

Trent Camp has always been so full of misery and poverty that it seemed as if constant almsgiving were required, and that we could ask for nothing from the people. At the opening of this school-year we instructed the teachers to exact two cents a week as a school-tax, but even that small sum could not be paid. As a substitute, an "Educational Society" was formed, which met once a week; its office in the temple of learning was the humble one of supplying the fuel. This they succeeded in doing, and relieved the teachers of all anxiety on the subject. Miss C. E. Waugh sends us the following account of the people at Trent Camp:

"The people here express a great deal of gratitude to the N. Y. Branch for what it has done for them. Last Thursday night they had a meeting, and appointed a committee to draw up a resolution of thanks to be forwarded to you. They are to bring them to me to-night. Most of them said they could not find words to express their thanks, their hearts were full, and the most they could say was, 'God bless our dear Northern friends and God bless our teachers.'

"Whereas, we, the people of James' City, N. C., May 27, 1869, do assemble ourselves together for the purpose of returning our thanks to the people of New York Branch A. F. U. C., for the kind attention they have paid to us for the past five years, in furnishing us teachers to instruct us in our education, and we feel it our duty to render our thanks to God and also to you.

"We draw to memory former days when we are at our studies; we look to the right and to the left, and all around is our schoolmates; we look before us, and there standing our teachers; it appears to us imagination or a dream, and we thank God for the blessing he has restored upon us in spairing us to see this glorious day.

"We, the scholars which are taught by the teachers which have been sent by the said So-



ciety, we hope to see the day when we shall be announce capable of filling any situation that we may be called upon in these United States of America.

"Our teachers at the present is, Miss Carrie E. Waugh, Miss Matilda Barker, Miss Cecil Coleman, which are very highly esteem and appreciated by the scholars, and also citizens of said city. We are very sorry to understand that the said Society is going to disband, and, furthermore, it touches our hearts to think that we have got to part from our kind and devoted teachers. We hope to have the pleasure of assembling in the dear old school one more year with them.

W. E. SUMNER,  
Secretary of the Educational Society.  
Committee,

J. A. HARRIS,  
H. W. ANDERSON,  
C. RUSSELL."

In North Carolina, we have had sixteen teachers, with an average attendance of six hundred and eighteen scholars.

In South Carolina, we have had two graded schools, one at Columbia and one at Greenville. Both have done well; in both the teachers see great improvement in the pupils, and great reason to hope for the future.

Our only schools, beside these, in the State have been at Chester and Anderson C. H.; at the latter place the people have boarded two teachers.

All our teachers in South Carolina, with one exception, have taught in their present schools two years at least, and we hope they will all return to them next year. In view of this end, those at Columbia, Greenville, and Chester have already been transferred to the Presbyterian Board of Missions.

We have had twelve teachers in South Carolina, with an average attendance of five hundred and twenty-seven pupils.

The following testimony to the excellence of our school in Anderson C. H. is from Judge Murray, of that place:

"ANDERSON C. H., S. C., June 26, 1869.

"In company with several of the citizens of this village, I visited the Freedman's School, over which Mrs. C. M. Hicks has presided for the last two years, for the purpose of attending the examination of the various classes which is usually had at the close of the scholastic year. We were all much pleased with the government of the school and the proficiency of the pupils in their several classes. I was, myself,

struck with the order which was observed, the uniform correctness of the answers to the questions propounded, and the neatness which characterized the sums which were worked out. I regard the education of the colored children of the South as a subject of vital importance to the Southern people, and was hence much pleased with the evidence which I had in this examination of the improvement and advancement of the pupils under the charge of Mrs. Hicks.

J. S. MURRAY."

We have maintained three teachers all winter in Jacksonville, Florida. At the opening of the school-year we hoped to have a thoroughly good Normal Class there, but the most advanced pupils of the previous year not being able to return to school, our hopes were disappointed: The new school-house, "Stanton Normal Institute," was dedicated in April, and Miss Bent, who had been at Ocala until then, was put at the head of it. In addition to these, a school has been partially supported at King's Ferry.

Our staff in Florida has consisted of five teachers, with an average attendance of 184 pupils.

Mr. Andrews continues his work at Cleveland, Tennessee, and will long, we hope, do so, having been transferred to the Presbyterian Board. His average attendance has been 113. He employs an assistant-teacher, one of his own pupils. His assistant during the previous year, also his pupil, is now teaching a school of her own.

With this summary statement, the N. Y. Branch of the Freedman's Union Commission takes leave of its friends. The work begun seven and a half years ago is still far enough from completion, but the agencies that undertake to carry it on are multiplied and various. It cannot be frustrated. In due time the cities and States of the South will provide for its continuance, and a system of common schools will exhibit the noble fruit of this humble sowing.

REV. R. W. LONG.—This gentleman has been an indefatigable and most useful agent of the New York Branch of the American Freedmen's Union Commission for four years. He has canvassed from Long Island to Lake Champlain and from the Hudson to Lake Erie with uninterrupted success. Wherever he goes—as the results show—he inspires the hearts of ministers and people with confidence and awakens fresh interest in the cause. He is now in the service of the New School

byterian Board for the Education of Freedmen, and, we have no doubt, they will find him an effective and faithful laborer, and one who will fully commend himself to their constituents.

Another faithful worker in our home field has been the Rev. Erastus Colton, who began to labor for the American Union Commission in July, 1845, and continued till the consolidation of that body with the National Freedman's Commission in February, 1866, after which he labored for the New York Branch until March, 1869, always successfully and satisfactorily.

### LIST OF TEACHERS

OF THE

NEW YORK BRANCH FOR 1868-9.

#### MARYLAND.

Miss C. L. York . . . .	Great Mills.
Mr. S. Payne . . . .	Pomonkey.
Miss T. Lyons (1) . . . .	Princess Anne.

#### VIRGINIA.

Miss M. E. Stratton . . . .	Alexandria.
" F. A. Morgan . . . .	"
" R. A. Coit . . . .	"
" E. D. Leonard . . . .	"
" S. Wright . . . .	"
" M. E. Perkins . . . .	"
" S. A. Thatcher (3). . . .	"
" L. V. Phenix . . . .	"
" A. M. Thompson . . . .	"
" N. M. Nickens (3). . . .	"

Miss N. M. Chase . . . .	Richmond.
" M. Birge . . . .	"
" A. B. Hancock . . . .	"
" C. Jones . . . .	"
" H. L. S. Harris . . . .	"
" Z. Renne . . . .	"
" J. Lynch . . . .	"

Mr. J. Bowser (4) . . . .	"
Mr. and Mrs. A. C. Burbank . . . .	Lawrenceville.
Dr. W. W. Lewis . . . .	White Plains.
Miss A. Tucker (5) . . . .	Pittsylvania C. H.
" H. E. Preston . . . .	West Point Church.
" R. B. Scott (6) . . . .	Ayletta.
" A. C. Hall . . . .	Abingdon.
" H. E. Bacon . . . .	Marion.
" L. Eastman . . . .	Christiansburg.
Mr. A. R. Johnson . . . .	King William C. H.
" H. F. Owens . . . .	Eltham.
" J. E. Lazenby . . . .	Emmans.

Mrs. S. A. Austin (7) . . . .	Lunenburg C. H.
Miss F. A. Stevens (7) . . . .	" "
Mrs. A. E. Aleston . . . .	New Kent C. H.
Mr. J. N. Murdock . . . .	Wellville.

#### NORTH CAROLINA.

Miss M. Walrad (8) . . . .	Raleigh.
" M. A. Parker (8) . . . .	"
" A. Bowron (9) . . . .	"
" A. Brodie (8) . . . .	"
" M. Anderson (10) . . . .	Townesville.
" C. Merrick (11) . . . .	New Berne.
" E. Norris . . . .	"
" C. Smith . . . .	"
" D. Smith . . . .	"
" C. E. Waugh (8) . . . .	James City.
" M. Barker (8) . . . .	" "
" C. Coleman (8) . . . .	" "
Mr. J. W. Burghduff (12) . . . .	" "
Mrs. J. W. Burghduff (13) . . . .	" "
" S. A. Bond . . . .	Oxford.
Mr. I. Hill . . . .	"
Mr. and Mrs. T. W. Cardozo . . . .	Elizabeth City.

#### SOUTH CAROLINA.

Miss L. A. Hall (8). . . .	Columbia.
" S. Dennis (8). . . .	"
" E. M. Bremen (8) . . . .	"
" J. Greene (8) . . . .	"
Mrs. D. A. Belden (8) . . . .	Greenville.
Miss E. P. Bennett (8) . . . .	"
" M. S. Wakeman (8) . . . .	"
" E. E. Marsh (8) . . . .	"
Mr. C. T. Hopkins (8) . . . .	"
Mrs. C. M. Hicks . . . .	Anderson C. H.
Miss K. Cummings . . . .	" "
" C. J. Kent (14) . . . .	Chester.

#### FLORIDA.

Miss E. E. Richmond . . . .	Jacksonville.
" A. Lynch . . . .	"
" I. V. Richmond . . . .	"
" C. R. Bent . . . .	"
" J. B. Smith . . . .	King's Ferry.

#### TENNESSEE.

Mr. O. T. Andrews (8) . . . .	Cleveland.
(1) Resigned January 15. (2) Resigned April 1. (3) Resigned March 15. (4) Resigned May 1. (5) Resigned June 1. (6) Dismissed May 1. (7) Transferred to Friends' Association Feb. 1. (8) Transferred to Presbyterian Board of Missions June 1. (9) Transferred to Presbyterian Board Feb. 14. (10) Transferred to Ayletta. (11) Resigned May 1. (12) Resigned Nov. 15. (13) Died Nov. 11. (14) Transferred to Presbyterian Board April 1.	

## RECEIPTS

FROM MARCH 16, 1869, TO JULY 7, 1869.

<i>Collections of Agents:</i>	
Rev. W. R. Long in Buffalo and Albany	\$791 73
" R. Pierce	183 65
" E. Brett	69 97
<i>Miscellaneous:</i>	
Yonkers F. A. S.	625 00
Orange, N. J., F. A. S.	269 00
North Shore	125 00
Vernon, N. Y.	0 00
Rent from Freedman's Bureau for sundry school buildings	1,157 16
Balance of last year's funds from E. F. Davison, Esq., Treasurer	778 26
C. Collins, Esq.	250 00
L. Fackerman, Esq., for next year	250 00
" I. B. C."	100 00
Cash	22 00
Mr. J. Leach, stationery worth	150 00
Total	\$4,773 77

*For Books:*

Alexandria	\$39 13
Marion	11 90
Lawrenceville	16 45
West Point Church, Aylette, etc.	8 00
New Kent C. H.	12 35
Oxford	15 00
Townesville	5 79
Columbia	1 00
Greenville	35 73
King's Ferry	12 00
Jacksonville	38 30
Total	\$195 54

*For Tuition:*

Lawrenceville	\$51 26
King's Ferry	30 00
Total	\$81 26

NOTE.—The receipts for books and tuition do not appear in our treasurer's report, never having passed through her hands, as the teachers retained them, and we deducted the amounts from our payments to them.

*New York Branch Freedman's Union Commission, in Account with Edw. F. Davison, Treas.*

<i>Cn.</i>	
By Balance on hand, April 1, 1868,	\$1,464 40
" Collection to May 1, 1869	18,411 34
" Loan from Fras. Geo. Shaw,	\$1,000
" " Geo. C. Ward,	1,000
" " Oct. B. Frothingham,	600
" " Chas. Collins,	600
" " N. P. Hallowell,	600
" " Hy. A. Dike,	600
" " Edw. F. Davison,	600
" " Wm. C. Bryant,	300
	5,300 00
" Sales of Books and Furniture,	1,413 18
" Sale of Real Estate in Richmond to the Richmond Educational Society,	2,000 00
	\$28,588 92

*Dr.*

To Teachers' Salaries, Rents, etc., April 1, '68, to May 1, '69,	\$23,166 18
" Return of Loans,	5,300 00
" Interest on do.,	144 48
" Donation to Richmond Educational Society,	200 00
" Transfer of balance to Miss Ellen Collins, Treasurer,	778 26

\$28,588 92

EDW. F. DAVISON, *Treas.**New York, May 1, 1869.**New York Branch Freedman's Union Commission, in Account with Ellen Collins, Treas.\**

<i>Cn.</i>	
By Balance received from Mr. Davison,	\$778 26
" Total amount of Contributions from Aug. 1, 1868, to July 7, 1869,	17,430 95
	\$18,309 21

*Dr.*

To Teachers' Salaries,	\$14,009 77
" Books sent to the Schools,	780 08
" Insurance on Howard School, Columbia, S. C.,	112 50
" Return-fare for Teachers, etc.,	286 75
" Incidental aid to sundry schools,	293 00
" Storage of Furniture at New Berne, N. C.,	10 00
" Stationery and Postage-stamps,	94 48
" Cost of publishing <i>American Freedman</i> ,	142 39
" Cartage of Supplies sent to the Assoc.,	49 78
" Rent of Office,	75 00
" Cleaning Office and other incidental expenses,	77 00
" Balance in hand, July 7, 1869,	3,366 51

\$18,309 21

ELLEN COLLINS, *Treas.*

\* In July, 1868, the business Accounts of the N. Y. Branch were closed, and Miss Collins appointed Treasurer of the Association as reorganized.

### OUR FUTURE.

It now becomes our duty to state the scope of the limited operations we propose to undertake for another year, and the manner in which we intend to employ the balance now in our treasury and such other funds as shall be entrusted to us.

With our present and promised means we feel authorized to hope that we shall be able not only to establish, but to continue as long as necessary, two thoroughly good Normal Schools—one in Alexandria, Va., and one in New Berne, N. C., with the necessary Preparatory and Model Schools attached. In both places excellent material for such schools already exists, and we shall deem our labor well bestowed if we can succeed in making them permanent institutions.

We need not detail the reasons which impel us to direct attention to Normal Schools. At present they are the educational necessity of the South, and the number required cannot be reckoned. One or two superior schools in each State cannot by any possibility be made to suffice for all who are anxious to learn to teach and for whom the places they shall occupy when fitted are already waiting. As a class, they are too poor to live anywhere but at home, and many, perhaps most, must earn a living while preparing themselves for their chosen work. For this reason, especially, a much larger number of such schools is required at the South than at the North. Of the present Normal Class at Alexandria, Miss Stratton, the principal, who will continue in charge, writes as follows: "In my own room almost every scholar comes from a comfortable home, in which some refining influences already exist, so that my efforts for their improvement have been fraught with comfort and satisfaction. I have been successful in promoting a sense of honor and right, and a habit of obedience proceeding from the wish to please me; so strong has this latter feeling become that, when any one has done wrong, whether I make any allusion to it or not, I am sure to find a penitent note on my desk the next morning. The new scholars, however wild and rough, are quickly influenced by the general tone of the school."

Of the first class at New Berne, Mrs. E. D. Cheney, of the New England Branch, who, together with Miss Crocker, kindly visited the school this spring at our request, wrote as follows: "It consists of twelve; they are a well-informed, intelligent set, and nearly all seem

above the average in condition and natural ability. Their answers were bright and ready, and showed both good original powers of thought and good teaching to bring them out. Three of the class were beginning Latin, and gave quick answers on the declensions of the nouns. In English they readily corrected the common mistakes in speech, and used very good language themselves. They gave very good definitions to words which we asked for: 'Treason,' they said, 'was being false to what was trusted to you.' They are eager to learn, and asked with anxiety if the school would be kept up another year; they said they had just 'got started.' Four or five said they 'really' meant to be teachers—two fine-looking girls among them. One very bright boy said he 'had not thought much about it.' We asked them what they would be willing to do to help to support a teacher; if they would exert themselves to pay 25 cents a month, and they generally said they would. I think it would be a pity to let this class drop; they are well started, and two years more would make them better teachers than many who are likely to be employed under the public-school system when established."

The class above-mentioned will form the nucleus of our Normal School next year, and will be trained in teaching in the "Model School," which will be primary, while we shall also have a Preparatory Class, from which pupils will enter the Normal Class when sufficiently advanced. Dr. Vogell, superintendent of education, with General Howard's sanction, has engaged a large building in New Berne for these classes and a graded school, and we confidently expect that more will be done there for education next year than ever before.

After these two Normal Schools shall have been firmly established, we intend, so far as means permit, to form Normal Classes in other selected localities, and then to apply any spare funds to the partial support of teachers among people who will provide board and perhaps a portion of the necessary salary. This system, which we initiated some years ago and have since successfully carried out to a partial extent, thereby greatly increasing our usefulness, will henceforward be absolute as regards primary schools, and prompt payment on the part of the people will be insisted upon as a condition of continued aid from us. Thus we shall help only those who are willing to help themselves, while the people will become accustomed to taxation for school purposes,



and we shall be enabled to retain our connection with such of our own advanced scholars as may take charge of these schools, and aid them by advice and support in their new fields. A large portion of this work will be done in Virginia, where we have the valuable assistance of Mr. Manly in selecting localities and teachers, and in superintending the schools when opened.

### Pennsylvania Branch.

#### EXTRACTS FROM LETTERS FROM MISS L. A. CHAMBERLIN, OKO- LONA, MISS.

"I think I wrote you that our school was opening very prosperously. We have asked for another teacher, and hope to have the pleasure of welcoming a new one to our field of labor before many days. Our fourth teacher will have her school in the church near by, which we expect will soon be in readiness.

"We were made glad a few days since by the arrival of our library. I was surprised, as I had not looked for anything so valuable. I had supposed the books would be cheap, common ones, but they are really elegant, and suitable too, as far as reading matter is concerned. I think we are equally delighted with the freed people. We have not yet commenced giving them out, but have shown them three or four, and it was a treat to see how their faces lighted up. I think I never felt half as grateful for any gift to myself as I do for this gift to our people. I hardly know in this case whether it is more blessed to give than receive. I wish the donors could know how thankfully they are received, and what a mine of wealth they will prove. I feel we are largely indebted to you for using your influence to have one of the libraries sent here. Accept my warmest and most heartfelt thanks for the interest you are always manifesting in our work."

"Two weeks ago we had our first temperance meeting. There was such an evident interest that we appointed another one in two weeks, which will be to-morrow night, when we shall ask as many as are willing to take the pledge for three months at first. They need a good deal of help and instruction in this direction; most of them are weak to resist temptation. If we can be the means of doing even a little for the Master, we are thankful. I know we have your prayers for our success."

"Feb. 23.—To-day is so cold we are not able to keep warm even while hovering around the fire, with our cloaks and heavy shawls on.

This morning we had a flurry of snow, but the sun is shining out now, and the ice has been melting since eleven o'clock. A heavy rain makes the roads here almost impassable. You should walk a mile or two in Mississippi mud, in order to appreciate it. Then you could understand why it is next to impossible, sometimes, for our scholars to get to school, especially those who live at a distance, as many do. For several weeks past the attendance at school has been irregular. For two or three days our rooms would be crowded; then a hard rain, and there would hardly be over fifty, daily, in the whole school."

"Our school is prospering. We are doing well in regard to numbers and progress, but find it difficult to collect much from those who have promised to pay. We intend next month to begin charging each scholar a certain sum per month. It will, no doubt, lessen our numbers, but in the end will be better for all. I would have much preferred that way in the beginning, but my orders were not to that effect. The people here are able to pay something, and it is far better that they should. I will send you a slate exercise of a little boy some ten or eleven years old, belonging to my department, as I think it will interest you. One Friday afternoon I give my scholars some familiar object, and tell them to write on the slate its different parts and its uses. The next Friday I have them write all they can about the object, and read it to the school. Of course we have corrections and criticisms both days. A week or two since we took 'Cora' for an exercise, and this is what the little boy wrote, without any correction: 'Sometimes the corn is planted in March. We plant it in rows. If we had no meat, we could eat our bread. The men take it to the mill and have it ground; the men pull it when it is ripe and then take it to the mill; the men pull off the leaves of the stalks, which we call fodder. We can feed horses, sheep, goats, hogs. We can feed our chickens. Corn is useful to man and beast. How good God is; he sends rain upon the corn to make it grow.' I think this was the boy's first exercise of the kind. He is a little mulatto boy with a very sweet, winning face."

"Our school has suffered a little in regard to numbers in consequence of charging by the month, but, undoubtedly, our school would have been smaller this month at any rate, as many are obliged to go into the fields to work. Our temperance meetings, which we have usually held once in two weeks, are ver-

teresting. Over one hundred took the pledge for three months, and I hope many, at the end of that time, will take it for life. I do not think that drunkenness is one of their peculiarly besetting sins, yet I fear there are but few among them that do not drink a little."

"Feb. 10.—Our school now numbers over 250 day and night. We were glad to welcome Miss Lewis to our Southern home the 1st of January, and now there are four of us hard at work. To say that our work is full of interest is but a repetition of the old story. The elevation of the freed people is no longer an experiment. Their thirst for knowledge does not diminish, and it seems not only a duty we owe them, but a necessity, that they should be helped to the means of obtaining it. Educated, they will become an element of strength to our government. In many places, probably, they will need help but a little longer. Here, I think the school may become self-sustaining in a year or two. Some now would educate their children, even if obliged to pay a high price for tuition, but the majority are able, as yet, to pay but little. Nearly all are industrious, and all, as far as I can learn, are able to get work, though not always at remunerative prices. But work at any price is better than idleness.

"I think the people here are beginning to understand what freedom means, and that they prize the precious blessing more and more every day. It was some time before they could take in the idea, and no doubt some, for a time, even longed for the old state of dependence again. Not long since I was talking with a woman, Elizabeth—who, by the way, is a perfect treasure—and I asked her how she felt when she found out she was free. Her reply was, 'I used to think if I could be free I should be the happiest of anybody in the world. But when my master come to me, and says—Lizzie, you is free! it seems like I was in a kind of maze. And when I would wake up in the morning I would think to myself, Is I free? Hasn't I got to get up before daylight and go into the field to work?' I then said, 'You have now been free some time and have been obliged to work hard. Would you rather be a free woman or a slave?' 'Oh! free! 'Pears to me, if I was forced back into bein' a slave, again, 'pears to me I should die. I couldn't stand it.' And probably not one in a thousand had as kind a master as this woman had.

"Delia is another interesting character. I should see her at our night school, with

her spectacles on, studying even more diligently than her boy of fifteen, who sits by her side. One day she told us something of her history. She was raised in Virginia. Many years ago she was separated from her first husband and brought to Mississippi, but she always kept her children. Her mistress taught her to read, and for a long time she has been able to read a little in her Bible. We asked her when she found out she was free, and how she felt when she heard it. Her answer was, 'I always thought I should be free some time or other, but one day, about the time of the surrender, when I was settin' at the loom, weaving, my master come to me and says—"Delia, you is free." I remember how I felt just as plain as can be, but I only says, "Master, is it so? Is I free?" He says, "Yes, as free as I am; free to do anything that is right; but I'd like to have you stay with me, Delia." I said, "No, master, if I'se really free, I must go and find my husband;" for I was refuged off when they heard the Yankees was comin' to Okolona. It seemed like I hardly knew what to do, for I had no money, and my master said he couldn't give me none. But I thought somehow I could git to my family.' Then she went on to tell us how she managed to get back here and get her family together—how she managed to keep them together—working when she could get work, in the house or on the plantation, often getting small pay and sometimes none at all for her labor. Her husband being old and sickly, nearly all the burden came on her. When I asked her which she would rather be, a free woman or a slave, she raised both hands and cried out, 'Oh! free, free! I'd rather be free if I had to live on bread and water.' There is an energy and enthusiasm about this woman that calls forth my warmest admiration. She has now a little home of her own, and her family, all industrious and respectable, with her, except her son who is married."

AIKEN, S. C., June 2, 1869.

In every letter Miss Schofield has written she has told you just what nice schools we have; but as our schools are so soon to close, I feel it my duty to tell you how much satisfaction we have had in them this winter. I have had a regular attendance of 48 almost every day since school opened. Even when it stormed hardest there would be from 35 to 40 present, and I have large scholars, too—boys and girls—that are a great help at home, but they work before and after school, and do not miss a day. I have two classes in Geography, and it is a

real pleasure to hear them recite. The first class have gone through the Second Series since Christmas and are now reviewing it, and I do not think there is a single question they would fail to answer. They will be fully prepared for the next higher series when school opens in the fall. The same class commenced in Grammar at the same time, and have taken great interest in it. Can parse well any easy sentence I give them. I am quite proud of their penmanship, too; many of them have been so highly praised for the neatness in their writing by visitors, that as soon as a visitor enters I am beset with slates "to be shown to the company." I have been intending to send you some of their letters and compositions, that you might judge of their improvement, and shall try to do so with our next report. They all seem sorry to think they only have one month more "to get schooling," and ask every day if we cannot stay longer. I am sure I do not see why Aiken cannot boast of a good school, so long as you feel able to send out teachers, for the children are bright, and this is a grand place for a school. I teach a few night scholars four evenings in the week, and they seem real persevering. One boy I feel particularly interested in, and wish so much he could go to school regularly. He is almost white, has excellent principles, and has a great desire to make a good man, although he tells us he does not have a very good example set him at home. As we have had our picnic, we cannot afford to have another entertainment at the close of school, but we want to have some good pieces and dialogues; and perhaps we can get up a dinner on a small scale, and dine together under the trees in the yard, so that we may all have something pleasant to remember. We shall be very glad to meet all our good friends in the North and sorry to leave our little dark ones here.

MARY A. TAYLOR.

WOODVILLE, MD., May 12.

MISS M. E. JACKSON:

DEAR, KIND FRIEND: How happy would I have been to have had you witness the surprise and delight our Easter festival occasioned. The parents and friends of my pupils had never attended anything of the kind and were lost in wonder as to what it might possibly be. The children were closely questioned with regard to the matter, but failing to obtain information from them, the case was abandoned as hopeless. Our school duties were suspended during Holy Week, but I met my pupils daily at the usual hour, to read and

explain our Church Lessons for each day, hear and catechise the lessons they were preparing for Easter Day. On Good Friday, 51 children and 9 adults assembled in the school-room. The rain fell in torrents; the dark and lowering aspect of the sky, the frequent peals of distant thunder, carried us, in imagination, to that awful spot. 'Twas a fit day for the commemoration of our Blessed Lord's crucifixion. The children listened with a feeling of reverential awe which amply repaid my efforts.

The anniversary of the resurrection dawned upon us bright and beautiful. Our school was neatly decorated with evergreen, and on the wall, in large letters of evergreen, the verse from Isaiah lx., "Arise, shine, for thy light is come, and the glory of the Lord is risen upon thee," and "Ethiopia shall stretch forth her hands unto God, and princes shall come out of Egypt."

At two o'clock (I deferred it until that hour to accommodate those who lived in the adjoining counties) the doors were thrown open and the room was soon filled. The exercises commenced with reading from St. John xx., after which the Ten Commandments, Creed, General Confession, Collects, and Lord's Prayer. These were followed by the hymn "Christ, the Lord, is risen to-day." My Bible-class, numbering fifteen—six boys and nine girls—the eldest fourteen, the youngest nine years of age, recited singly the whole of the fifth chapter of St. Matthew, and the sixth to the thirteenth verse; the 24th Psalm in concert, ending with questions upon our Saviour's history while upon earth. The people listened very attentively, and expressed their pleasure and satisfaction in their looks. Before distributing the gifts, I gave a detailed account of the work of Holy Trinity church among the freedmen, which, in connection with your "message" to the Sunday-school, completely electrified both young and old. I then proceeded to distribute the gifts: Testaments, Psalms, hymns, Sunday-school papers, texts on drunkenness, texts to parents and children, husbands and wives—all kindly presented by Orthodox Friends; also, Prayer-Books, presented by Bishop White Society, through our friend, Miss Jackson—all of which were received with unbounded pleasure. The children think they have attained the highest point of human felicity now that they have become possessed of Testaments and Prayer-Books. May the teaching of that blessed Book be a lamp to their feet to guide them through this benighted world. I closed the day's exercises by urging

present to go forth with renewed zeal to serve the Lord better and better every day, and I endeavored to impress them with the fact that they, as well as I, have a work to do in our Master's service, and illustrated the parable of the talents, that if they were only blessed with one, that must be used to the glory and honor of God, and reminded them that He who died to save us says, "Lo! I am with you always, even unto the end of the world."

With the prayer that God will bless you and the Friends who enabled us to make this festival, and that the bread that has been cast upon the waters shall be seen and gathered,

We are truly yours,

D. GORDON, and Pupils.

AIKEN, S. C., April 7, 1869.

DEAR FRIEND: I enclose our Report for the month of March, which our absence prevented my sending sooner.

We spent our Easter holidays in Charleston, and return to our work renewed in strength and refreshed in spirit, unwilling to exchange places or schools with any we have seen. The welcome of our children, and the prompt attendance of nearly a hundred, proved their appreciation of our services. Miss Taylor wrote you of our call for a meeting of the parents; at the appointed time the rooms were crowded, and we talked the matter over and proposed to form an association to help support this school, agreeing to meet here once a month, at which time each one will bring the amount he or she has pledged to pay. You would have smiled to hear some of their expressions of gratitude, and their satisfaction at the progress of their children. One man began—"I hope up a heap, my chil'en learnin' so fast." They all seemed desirous to do something, and the subscriptions ranged from 10 cents to \$1—only a few of the latter, and the former was from one of my small boys who had escorted his mother here. The amount pledged was \$20, and we think this will be paid regularly; Miss Taylor was elected treasurer, and will write you the results. We were much pleased, for we know that some sacrifices will have to be made. It is something to pay 50 cents a month when a man's wages are only \$7, and he has a wife and three children. This is all several we know receive, who are working at the hotel; \$7 and food. A number of Mary's large ones subscribed, and they will earn it by waiting on passengers from the train, selling light-wood, etc. We have a great many visitors to see children—all Northern people. This

morning the Rev. Mr. Bellger, who seemed much interested, and being an old anti-slavery preacher appreciated the work, spoke words of encouragement to us.

The tax of 5 cents which we collect helps get books, slates, etc., for it is impossible to teach so many without a sufficient number of books, and of the same kind.

Miss Taylor's school is one to be proud of; her first class is in the Fourth Reader (Parker & Watson's), and quite proficient in Geography; also, studying Grammar.

We are beginning to have delightful weather; peach-trees done blooming, and the new leaves unfolding every day.

I send the interesting details of my school to Germantown, and do not suppose it worth while to burden you with a very long letter.

Truly thy friend,

M. SCHOFIELD.

THAT the friends and co-workers of the Pennsylvania Branch have every reason for encouragement will be seen from the following report of the President of the Women's Relief Association and the report of the Education Committee. Taken together, these two documents form a fair exhibit of the work done, and should urge every lover of our country to renewed effort, until we can hand over our schools to a reconstructed government, when there shall be neither North nor South, black nor white, but when all stand equal before the law *here*, as we must all *hereafter* before the judgment-seat of Christ.

With this great work before us, can any one draw back or say, "I have done my share"? Shall we not rather call joyously upon all our co-workers, all our aids throughout the State to "come up to the battle of the Lord"? pledging ourselves to do more, if it is required, next year than we have ever done before in this warfare against ignorance and degradation, until our country shall stand redeemed among the nations and in every way fulfilling her mission—a land where all oppression shall cease and each citizen rejoice in the only liberty and independence which an educated Christian people can desire.

#### Report of President of Women's Freedmen's Relief Association.

In passing in review before you the past working year of our Association, which dates from October to July, I will first glance at that which has been done at home, and afterwards at what has been accomplished at the South—one being the seedling, the other the harvest.



At the outset there was more than usual discouragement. We had hitherto subsisted entirely upon voluntary contributions, and it became painfully evident to us that the givers were waxing weary. Two ideas came to our relief, and, over and above, some substantial aid from the Freedmen's Bureau. In the first place, it was definitely determined to enforce upon those educated the necessity of bearing a share in the burden; and again the Women's Branch set themselves a definite thing to do. There is an immense advantage in setting forth one thing clearly, and writing it down. This one thing I do. The Association pledges itself to found and sustain twenty new schools in Maryland for the sum of twelve dollars (on condition of the co-operation of the freed people), besides those schools which our auxiliary societies still proposed to support. A Committee of Ways and Means was appointed, with special instructions to seek monthly subscriptions. A circular was issued, setting forth this matter, and within a short time, owing to the zeal of the committee, the whole sum was subscribed. This was a feature of encouragement.

Our next bright days were about the Christmas times. When your Chairman proposed, at a meeting early in December, that we might add to our own happiness in sending Christmas greetings to some of our teachers and pupils, we had no idea of the hearty and open-handed response which would follow. Much credit is due the committee appointed to do this work. I would like to record their names here: Miss Wood, Miss Sarah Newlin, and Miss Dickinson, to whom, as new members of our Association, are due our special thanks. First, in collections, addressing in this matter every member of the Association, and afterwards in the purchasing and packing of the Christmas gifts. Day after day they remained, without intermission, from 9 A.M. till 6 P.M. They had their reward. Every school under the Commission had its Christmas-box. With very few exceptions, they arrived before Christmas Day, and then what a flood of joy and thankfulness came up to us from children and teachers! As a letter after letter reached us, with touching religious thanks from these sad people, it seemed indeed to be an echo of the angels' song, "Peace on earth, and good-will towards men." Some of these letters were published in a small Circular form, and sent to our various contributors.

And now, having with thankful heart recorded our encouragements, it is but right that I give some account of certain discouragements. You all know how onerous is the work of our Corresponding Secretary. We were fortunate, however, in securing the services of Mrs. C. Ritchie as Assistant Secretary early in the season, which has rendered Miss Baldwin's duties somewhat lighter. The first step of our Secretaries was to address all the auxiliary societies throughout the country that had at any time aided us. The result in some cases was no reply; in many, the disheartening message, "Our people no longer care for this matter; times are hard and money scarce. We work through the churches now." I am glad to give the names of three auxiliaries who have been faithful to the last—that of Susquehanna County, through Miss S. M. Walker; Danville, through Miss Montgomery; and the Germantown F. A. Association, through Miss E. Fisher. Nor would I forget the constancy for four years with which the children of Mrs. Douglas's school have sent us, from time to time, their donations of well-made children's clothes. I regret to have to say that a slight misunderstanding has existed with our Germantown Auxiliary. All their moneys were paid into the treas-

ury of the Pennsylvania Branch A. F. U. C., without coming through us, therefore we had no record of any receipts; and as none of the officers availed themselves of our invitation and their rights to sit at the meeting of the Executive Board, we had no official intimation of their work.

Again, among our discouragements was the almost failure of response to our appeal for material to stock our Industrial Schools. Our theory of industrial effort is, to teach the girls to sew, to sell the garments so made to their parents at a reduced rate, and thus make the effort in a measure self-sustaining. The committee appointed for organizing and conducting this work addressed a circular letter to the manufacturers and merchants of dry goods in the city. The response was simply nothing. A few of our members gave in money, and a number of our schools were supplied. In the autumn this matter will be pushed with more vigor.

Before dismissing the record of work done in these rooms, I would mention the preparing, labelling, and packing of the thirteen libraries—containing about two thousand books—the present of Mr. Pease, of England. Much time and labor were cheerfully given by our aids in accomplishing this.

I hope I may not seem unduly to estimate ourselves if I here remark that, while the gentlemen of this Commission both collect and contribute more money than the Women's Branch, almost the whole current work is conducted by the women; and I may add that we are grateful for the confidence they thus show in rolling over upon us this responsibility.

We hear from the Treasurer of the receipt of the sum of thirty-three hundred and forty-six dollars (\$3,346); of twenty-eight hundred and thirty-three dollars (\$2,838) expended, almost wholly for teachers' salaries; and a surplus of five hundred and thirteen (\$513) in treasury. This of course only accounts for the money which passes through the treasury of the Women's Branch, and represents collections made by the direct influence of its members.

It is with pleasure that I turn to the record of the work done abroad. There we have no tale of failure or discouragement. It will only be necessary for me to touch upon a few leading features, and then call your attention to the very admirable and exhaustive report of the Chairman on Education, Miss Jackson.

The leading feature of this year's work has been the shifting of part of the expense of our schools upon those educated. The result, as far as these were concerned was (I quote from the report of Miss Jackson) that, "for some time there was constant difficulty, particularly where they had received most assistance; but the decided threat, which we have never been compelled to enforce, of withdrawing the school unless they paid their portion of the expense, has had the desired effect; and we find they are more regular and value the privilege of coming to school more than they did when it was entirely free." And again: "In the great work of elevating the freedmen from paupers to self-supporting citizens, we have more than realized our expectations. What was begun last October as an experiment, we can now look upon as a success. They do value the schools, and are willing to work, and sacrifice personal comfort, that their children may have the advantages of that education which was denied to them." As far as the Association is concerned, I have only to refer to figures. Last year our number of teachers stood at fifty-nine. At present we finish our school year with one hundred and fifty-two teachers, having received less money from our hitherto contributors than ever before.

I have been so often met with the cavil, "Wait till you ask them to help themselves, and then you will find out the value of this new enthusiasm for education among the negroes." It is pleasant to meet such criticism with statistics like the above—"figures that cannot lie."

The value of Normal Schools is now being felt by us. You will remember that, last year, about fifty thousand dollars were sent to the American Commission from well-wishers in England, to be expended under the supervision of Mr. Mitchell in forming Normal Schools. The Chairman on Education writes: "Each month sends forth more of these pupils to impart to others the instruction which they have received." Our Colored Institute in Philadelphia, as you well know, has proved a mine of wealth to us in this respect.

Justice to our corps of excellent teachers demands that we thank them for the immense amount of gratuitous work done amongst the freed people. Their obligations to us are fulfilled by the regular term of hours of a week day-school, but, with scarcely an exception, a night-school for grown persons, and a Sunday-school for old and young, are added to their daily labors; and so there are, in many instances, temperance meetings and mothers' meetings—the latter aiming to educate the women to higher standards of virtue.

This brings me to the point of view that I desire never to be lost sight of—namely, that ours is in the highest degree a missionary work.

Many who condemn our Association because we are not denominational, but simply constant, in our character, cast the word of philanthropists as a reproach to us. I know not why the love of brother man should ever be a reproach. To these I wish to point out the fact that our teachers go Bible in hand, and side by side with daily instruction goes the Sunday-school and the temperance cause. Our daily schools are mostly supplied with melodions, where the sweet children's hymns are daily sung, and lodge in the hearts of the children the grandest truths of Christianity. During this year hundreds of Bibles, prayer-books, and hymn-books have been supplied our teachers, and thousands of tracts and religious publications. The letters of thanks which come to us so frequently from pupils, old and young, who are moved to speak out of the fulness of a grateful heart, overflow with thanks and praise to God, to their friends in the North, as his ministers, but, over all, to the great God above. Do not let us

forget, then, when wearied with details or discouragements, that we are doing a missionary work, and advancing the kingdom of our Lord Jesus Christ.

I cannot finish this Report without referring to what I consider a very serious blunder that we have made this year, in having published so little. Many of our contributors, who cannot attend our meetings, have no means of obtaining information about our work, question our vitality, or, at the least, allow their interest to die out. Next year it is proposed to publish, in a cheap way, an organ every three months, charging our members a small price for it to defray expenses.

One incident, and I have done. You will all recall that boyish and touching letter received from Arthur Coleman, after the rejoicing over our Christmas-boxes seemed to have brought their friends from the North nearer to them. I quote a few of his simple sentences:

"ENTERPRISE, Miss., Jan. 2, 1869.  
"DEAR LADY: We are very thankful to you for those presents you sent us. I can write a letter. I don't know whether I will go to school this year or not, as I am not able to pay my own tuition, and no one will teach me without. My mother has to take all she can earn to give me bread, and I would be very thankful to get a place where some one would let me stay at their house and work, and give one lesson to me a day, if no more. I would be willing to do almost anything to get an education. I intend to be a good man, if I live, and the Lord will help me. I intend to be a man with some principle and manners. I intend to be a Christian preacher, if I live, and can get my education. That I will, if the Lord will help me, and I see a place where I can get an education. Miss, don't you think there are some good persons up North that will take me up there at their house as a home, and let me work, and give one lesson a day, if no more, or let me go to night-school, or perhaps some in the day? I am so anxious to learn and get an education, till I would do almost anything that is right. You must excuse the color of the ink. I made it with red balls. I earned the money which I bought the envelop with by bringing some water, and some one gave me the paper."

I am sure it will gratify you all to know that, through the influence of one of our Vice-Presidents, a career has been opened for this longing little soul. His passage hither has been taken, and a place in the Emalin Institute secured.

In submitting this Report to you, I have only to add my thanks for your constant courtesy and indulgence to me as your Chairman, and the wish that, after a pleasant summer rest, you may return to take up the burden of work again with hearts fresh and warm for new efforts.

